



# Standards & Assessment UPDATE

California Department of Education  
Jack O'Connell, State Superintendent of Public Instruction

December 19, 2003

## Test Item Release Plan

The California State Board of Education approved a plan to release test items from the California Standards Test (CST) and California High School Exit Examination (CAHSEE).

### STAR

- 25 percent of the CST items from the 2003 tests are to be released this winter
- An additional 25 percent of the CST items will be released in subsequent years

### CAHSEE

- 25 percent of the items for the CAHSEE are to be released this winter
- Released items from 2001, 2002, and 2003 will be combined
- In 2004 and 2005, 25 percent of the items will be released each year

## Standards and Assessment Information Meeting Dates

The California Department of Education will hold Standards and Assessment Information Meetings in February 2004 at the following locations:

Northern California	February 5, 2004	Sacramento
Southern California	February 10, 2004	Burbank

Registration materials will be mailed to school districts by December 15, 2003.

## Standardized Testing and Reporting (STAR) Program

### Amendments to Title 5 Regulations Approved

Following the initial hearing at the September State Board of Education (SBE) meeting and a 45-day public comment period and public hearing, the SBE adopted the amended

Title 5 regulations for the STAR Program. The amendments include the following:

- Adds California Alternate Performance Assessment (CAPA) and the CAPA requirements
- Defines out-of-level testing as below-level testing and limits its use to grades five through eleven for the 2003-04 school year. Beginning in the 2004-05 school year, no out-of-level testing will be allowed.
- Allows accommodations for all English learners regardless of time in school, but limits these accommodations
- Limits modifications to students with an Individualized Educational Plan

### Golden State Seal Merit Diploma Eligibility

The State Board authorized using CST scores to identify seniors eligible to receive the California Golden State Seal Merit Diploma. Students may use a combination of previously earned Golden State Examination results and specific CST scores of 370 and above to qualify for the diploma. Regulations will be developed that include the specific CSTs that may be used to qualify. The Department expects to have the regulations ready to present at the March 2004 State Board meeting.

### Early Assessment of Readiness for College English and Mathematics

The Early Assessment Program (EAP) is a voluntary grade eleven assessment that combines California State University (CSU) placement standards with California high school standards, and test items included in augmented California Standards Tests (CST) in English and math. By taking these early assessments, grade eleven students will be able to determine whether they need additional preparation to meet college-level English and math requirements and avoid having to take time for remedial classes that consume resources after gaining admission.

It was intended that the EAP would be available in spring of 2004 to all high school juniors in the state who are taking

grade eleven English and math courses required for admission to CSU. By 2007, CSU trustees have set a goal that 90 percent of all entering freshmen will be ready for college in English and math based on CSU placement standards. However, included in the Governor's recent call for a \$1.9 billion reduction in 2003-04 State Budget Act funding are the higher education outreach programs, which are intricately tied to the implementation of the Early Assessment Program.

### **California High School Exit Examination (CAHSEE)**

#### **CAHSEE Apportionment for 2003-04**

At its November meeting, the SBE approved a change to the CAHSEE district apportionments for the 2003-04 school year. The apportionment will be split; \$2.68 will be apportioned for each student tested and \$.32 will be apportioned for each answer document submitted with completed demographic information. This change will allow school districts to recover costs for the time spent completing answer documents, since an answer document must be submitted for every tenth-grade student for the February and March census administrations. The CAHSEE is used to determine Adequate Yearly Progress (AYP), part of the No Child Left Behind (NCLB) federal legislation, and completed answer documents will be used as the basis for calculating the participation rate.

#### **Re-Evaluation of CAHSEE Passing Scores**

In September 2003, Educational Testing Service conducted a standard-setting meeting involving teachers, administrators, business leaders, and community members to re-evaluate the CAHSEE passing scores. At the SBE November 2003 meeting, the State Superintendent recommended maintaining the passing score at 60 percent of the items correct for English-language arts and at 55 percent of the items correct for mathematics. The SBE adopted the Superintendent's recommendations.

### **California English Language Development Test (CELDT)**

#### **CELDT 2002-2003 Initial Identification Results**

The CELDT Initial Identification results, administered from July 1, 2002 to June 30, 2003, showed that the number of newly enrolled students whose home language was not English was slightly lower than the previous year. Almost half of the students who took the CELDT for initial identification purposes were in Kindergarten. The results are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/>

### **National Assessment of Educational Progress (NAEP)**

#### **2003 Mathematics and Reading Results**

The National Center for Educational Statistics (NCES) reported that California students improved their mathematic scores, but their reading scores remain relatively unchanged based on the latest NAEP tests, also known as the Nation's Report Card.

The reports show 2003 scores compared to scores from the 2000 administration. Average math scores for grade four in California increased 14 scale points compared to a 10 point increase nationally, while California's math scores at grade eight increased 8 scale points in comparison to a 4 point national gain. While grades four and eight overall reading scores remained relatively unchanged for all California students, grade four reading scores increased for all ethnic subgroups including Asians (13 points), Hispanics (10), blacks (7) and whites (7). The next state NAEP report card for math and reading scores involving California Students will be in 2005. The National Report Card results are posted on the NCES Web site at <http://www.nces.ed.gov/nationsreportcard/>.

### **California Physical Fitness Test (PFT)**

#### **Statewide Results**

The 2003 PFT results for California students were released in November. The data represents students who were enrolled in grades five, seven and nine in the spring of 2003, with 1,323,058 students participating. To be considered fit, students are required to meet the minimum fitness standards for six areas of the test. Twenty-five percent of the students achieved this goal. The 2003 physical fitness results for schools, school districts, counties, and the state are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. No individual student data are reported on the Internet for public access.

#### **For More Information...**

For more information about any of the state assessments, contact the Standards and Assessment Division of the California Department of Education at (916) 445-9441 (phone), at (916) 319-0968 (fax), at [STAR@cde.ca.gov](mailto:STAR@cde.ca.gov) (e-mail), or at <http://www.cde.ca.gov> (Internet). Your questions will be directed to the appropriate person.